

Maryland Report Card

Somerset County 2014 Progress Report

2014 School Progress

	Percent Proficient		Participation Rate		Graduation
	Reading	Mathematics	Reading	Mathematics	
All Students	Not Met	Not Met	Met	Met	Not Met
American Indian or Alaska Native	*	*	*	*	na
Asian	Met	Not Met	na	na	na
Black or African American	Not Met	Not Met	Met	Met	Not Met
Hispanic/Latino of any race	Not Met	Not Met	Met	Met	na
Native Hawaiian or Other Pacific Islander	*	*	*	*	na
White	Not Met	Not Met	Met	Met	Not Met
Two or more races	Not Met	Not Met	Met	Met	na
Free/Reduced Meals	Not Met	Not Met	Met	Met	Not Met
Special Education	Not Met	Not Met	Met	Met	na
Limited English Proficient	Not Met	Not Met	na	na	na
All Students Attendance Rate			Met		

"na" indicates too few students for School Progress rules or Subject was field tested. "*" indicates no students or fewer than 10 students in category.

School Progress

With the new accountability program approved under Maryland's Elementary and Secondary Education Act (ESEA) Flexibility Application in 2012, student achievement on reading and mathematics, and other academic indicators of attendance rate and graduation rate are measured under School Progress. The Annual Measurable Objectives (AMOs) reflect school specific baseline data from 2011 with a target year 2017. In 2013-2014, a select number of students in most schools field-tested the new PARCC Assessments and were not tested on the MSA in that content. Therefore there is not complete data for the State as a whole. Progress is still reported against AMOs for all students statewide, at the LEA level and at the school level in the subject not field-tested. The seven School Improvement Grant (SIG) Schools and Carroll County Schools double tested and therefore have complete MSA data. High Schools did not participate in the field test and therefore have complete accountability data. The population at the State and LEA level was not greatly impacted by the field test. Therefore, School Progress can be calculated for school year 2013-2014 for the seven SIG schools, all Carroll County Schools, High Schools, the State, and the LEAs.

Annual Measurable Objectives (AMOs)

The AMOs are on a trajectory toward 2017, the time by which each individual school is expected to reduce its percent of non-proficient students for each of its subgroups and overall by half. The progress of each school toward meeting its own unique targets provides valuable information over time on the effectiveness of instructional strategies, the inherent needs of the students, and the extent to which the school is fulfilling those needs. For 2013-2014, a select number of students in most schools field-tested the new PARCC Assessments. Due to the non-participation of all students within a school, AMOs were not measured in the subject area field tested at the school level in schools that field-tested. The seven School Improvement Grant (SIG) Schools and Carroll County Schools double tested and therefore have complete MSA data. High Schools did not participate in the field test and therefore have complete accountability data. The population at the State and LEA level was not greatly impacted by the field test. Therefore, progress on AMOs can be calculated for school year 2013-2014 for the seven SIG schools, all Carroll County Schools, High Schools, the State, and the LEAs.

Participation Rate

Participation Rate is based on the number of students enrolled on the day of testing. Federal regulations require that at least 95 percent of the students enrolled on the testing day take the test. Students who are unable to take the test at the regular time or during the make-up time because of a medical emergency do not count against the school's participation rate. Students who took the PARCC field test in place of the MSA do not count against the school's participation rate.

Attendance Rate %	County 2014	County 2013	State 2014	State 2013
Elementary	≥ 95.0	94.5	95.7	95.5
Middle	94.2	93.8	95.4	95.1
High	92.9	91.6	92.7	92.5

Teacher Qualifications

% of certificates:

Standard Professional	41.5	40.3	27.2	28.4
Advanced Professional	49.1	50.9	65.5	65.1
Resident Teacher	0.0	0.0	0.7	0.8
Conditional Teacher	0.6	0.0	1.0	0.9

% of classes NOT taught by highly qualified teachers:

All Quartiles	5.0	2.3	7.6	6.2
Elementary Low Poverty	*	*	3.0	2.4
Elementary High Poverty	0.0	0.0	11.4	6.6
Secondary Low Poverty	*	*	6.0	5.6
Secondary High Poverty	9.5	4.6	15.7	14.0

Cohort Graduation Rate%

Class of 2013 (4-Year Rate)		77.00		84.97
Class of 2013 (5-Year Rate)	78.40		87.48	

Attendance Rate

Attendance Rate is the percentage of students in school for at least half of the average school day during the school year. Attendance is a school accountability measure for elementary and middle schools. Yearly targets are set for attendance so that by the end of school year 2013-14, the State, schools, and school systems should have achieved and maintained an attendance rate of at least 94 percent.

Teacher Qualifications

The percentage of teachers in each category is based on the number of teachers who have credentials and are teaching core academic subjects as defined by the federal government under the No Child Left Behind Act. The core academic subjects are English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography. Teachers who are teaching other subjects are not included in the totals.

Standard Professional Certificate: A Standard Professional Certificate indicates the teacher meets all certification requirements.

Advanced Professional Certificate: The Advanced Professional Certificate requires three years of satisfactory professional school-related experience, and a master's degree or a minimum of 36 semester hours of post baccalaureate course work.

Resident Teacher Certificate: The Resident Teacher Certificate is issued to a teacher in an approved alternative preparation program at the request of a local school system superintendent.

Conditional Teacher Certificate: The Conditional Certificate is issued only at the request of a local school system superintendent to an applicant who has a bachelor's degree but does not meet all certification requirements.

Highly Qualified Teachers: "Highly qualified" is specifically defined by federal law.

Teachers must meet minimum requirements both in content knowledge and teaching skills. Teachers must have a bachelor's degree, full State certification, and demonstrate content knowledge in the subjects they teach.

Cohort Graduation Rate

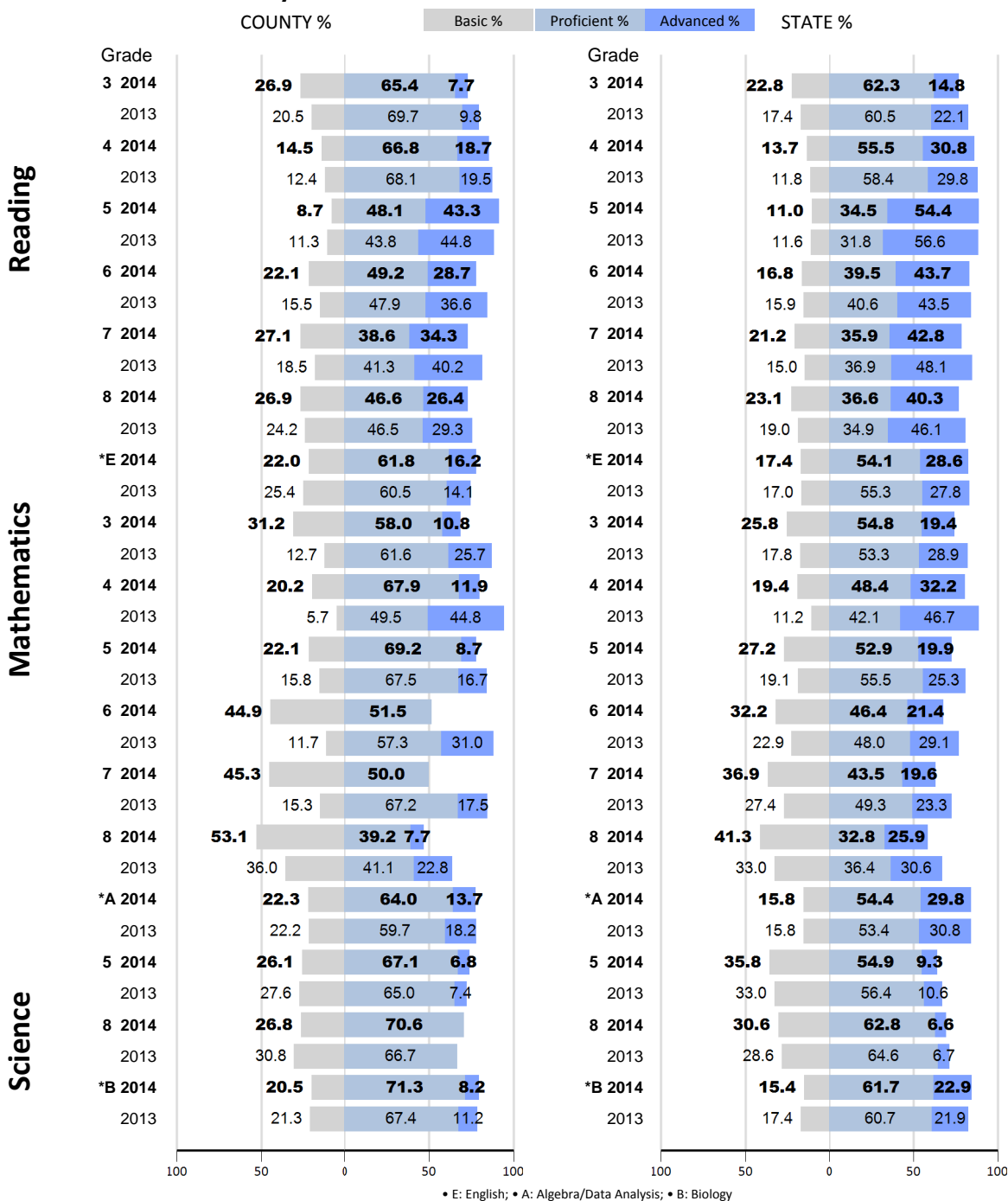
The U.S. Department of Education now requires each state to use an adjusted cohort graduation rate for school accountability. The adjusted cohort graduation rate ensures that all students who entered 9th grade together are counted in the graduation rate at the end of 4 years and at the end of 5 years.

The cohort graduation rate data for 2013 is the 4-year rate for the student cohort entering grade nine for the first time in fall 2009 and graduating no later than 2013. The 2013 5-year rate is the same cohort graduating no later than 2014.

Somerset County

MSA Proficiency Levels

Approximately 99% of Maryland students take MSA, 1% take Alt-MSA. The Basic Level is below the goal set for all students.



Maryland School Assessment (MSA)

The MSA measures what students in grades 3-8 know about reading and mathematics. High school performance is measured by the English and Algebra/Data Analysis High School Assessment (HSA). Science was measured in grades 5 and 8 and by the Biology HSA starting in 2012. Science is not part of School Progress. Performance is reported as the percent of students in each grade who achieved the Basic, Proficient, or Advanced standard. All students should be achieving at the Proficient or Advanced standard. High school special education students working on grade level content who may need an assessment that is more accessible for a student with disabilities may be eligible to take the Mod-HSA. This is determined by the Individualized Education Program (IEP) Team.

Description of MSA Proficiency Levels

	Reading:	English:	Mathematics:	Algebra/Data Analysis:	Science:	Biology:
Basic %	Students are unable to read and understand literature and passages of information that are written for students in their grade.	Students have difficulty comprehending grade appropriate literature and applying language choices when writing.	Students show they have only partially mastered the skills and concepts that Maryland expects students to know and be able to do at this grade level.	Students show they have only partially mastered the skills and concepts defined in the Maryland Algebra/Data Analysis Core Learning Goals.	Students show they need more work to attain proficiency. They use minimal supporting evidence, and responses provide little or no synthesis of information.	Students demonstrate a minimal understanding of biology concepts, principles, and/or skills. Student responses indicate limited synthesis of information and understanding of scientific terminology.
Proficient %	Students can read text written for students in their grade, and they can demonstrate the ability to understand literature and passages of information.	Students can comprehend grade appropriate literature and apply appropriate language choices when writing.	Students show they have an understanding of fundamental grade level skills and concepts and can generally solve entry-level problems in mathematics.	Students show they have an understanding of fundamental algebra / data analysis skills and concepts and can generally solve entry-level problems in algebra/data analysis.	Students use supporting evidence that is generally complete with some integration of scientific concepts, principles, and/or skills.	Students demonstrate a realistic and rigorous level of achievement by providing evidence of an understanding of biology concepts and the ability to use scientific evidence to generally integrate scientific concepts, principles, and/or skills. Student responses indicate some synthesis of information and understanding of scientific terminology.
Advanced %	Students can regularly read text that is above their grade level, and they can demonstrate the ability to understand complex literature and passages of information.	Students can regularly comprehend and interpret complex literature and consistently apply appropriate language choices to write effectively.	Students show they can regularly solve complex problems in mathematics and demonstrate superior ability to reason mathematically.	Students can regularly solve complex algebra/data analysis problems and demonstrate superior ability to reason mathematically.	Students use scientific evidence to demonstrate a full integration of scientific concepts, principles, and/or skills.	Students demonstrate an exemplary level of achievement by providing evidence of a complete understanding of biology concepts and the ability to use scientific evidence to fully integrate scientific concepts, principles, and/or skills. Student responses indicate a complete synthesis of information and understanding of scientific terminology.

Somerset County

Alt-MSA Proficiency Levels

Approximately 1% of Maryland students take Alt-MSA. The Basic Level is below the goal set for all students.

Reading

Mathematics

Science

COUNTY %

Basic %

Proficient %

Advanced %

STATE %

Grade

3 2014

2013

4 2014

2013

5 2014

2013

6 2014

2013

7 2014

2013

8 2014

2013

10 2014

2013

3 2014

2013

4 2014

2013

5 2014

2013

6 2014

2013

7 2014

2013

8 2014

2013

10 2014

2013

5 2014

2013

8 2014

2013

10 2014

2013

Grade

3 2014

2013

4 2014

2013

5 2014

2013

6 2014

2013

7 2014

2013

8 2014

2013

10 2014

2013

3 2014

2013

4 2014

2013

5 2014

2013

6 2014

2013

7 2014

2013

8 2014

2013

10 2014

2013

5 2014

2013

8 2014

2013

10 2014

2013

10.3

26.5

63.2

13.4

26.3

60.3

11.9

24.3

63.8

10.2

22.1

67.7

11.4

25.0

63.6

12.6

26.5

60.9

13.3

23.5

63.2

10.3

25.9

63.8

12.2

21.0

66.9

7.9

24.8

67.3

12.6

24.6

62.8

11.2

25.5

63.3

18.8

26.6

54.5

20.9

22.8

56.3

12.5

35.9

51.6

19.2

36.8

44.1

14.7

33.9

51.4

15.5

36.8

47.7

18.9

40.3

40.8

19.7

40.9

39.4

16.0

37.0

47.0

17.2

36.1

46.7

13.3

31.9

54.9

14.3

33.9

51.8

17.8

35.7

46.5

15.5

36.4

48.1

22.2

34.3

43.5

23.8

31.0

45.2

19.6

42.5

37.9

22.7

44.2

33.1

19.8

41.0

39.2

22.3

40.4

37.3

28.7

37.3

34.0

33.3

34.3

32.4

**E: English; *A: Algebra/Data Analysis; *B: Biology

Alternate Maryland School Assessment (Alt-MSA)

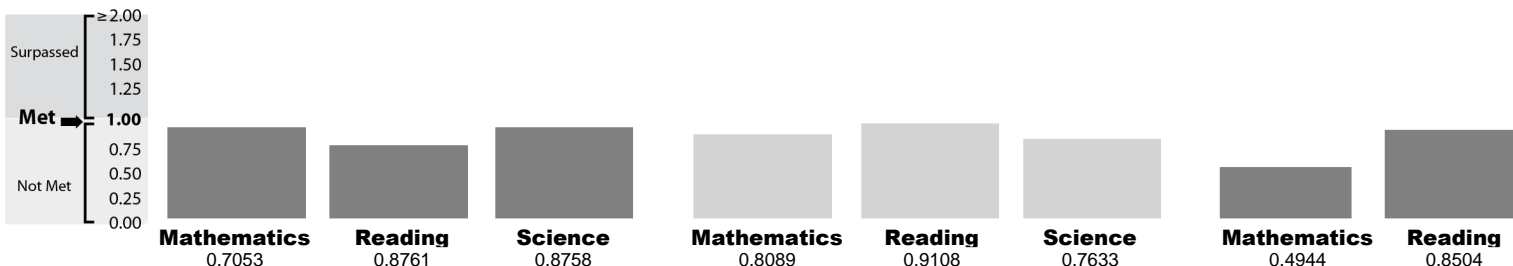
The Alternate Maryland School Assessment (Alt-MSA) is taken by students with disabilities who cannot take the MSA even with the special accommodations they receive as part of their regular classroom instruction. The test measures the student's mastery of reading and mathematics content standards or appropriate access skills. Eligible students take the test in grades 3-8 and once during the high school grade band. Performance is reported as the percent of students in each grade who achieved the Basic, Proficient, or Advanced standard.

Somerset County

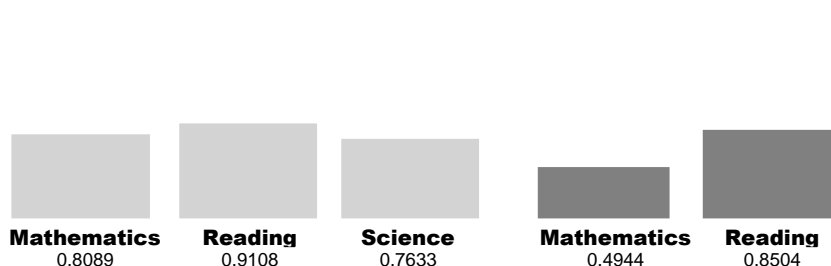
2014 School Progress Index (SPI)

Elementary School Indicators (Grades 3-5)

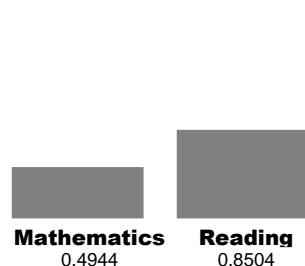
ACHIEVEMENT



GAP REDUCTION

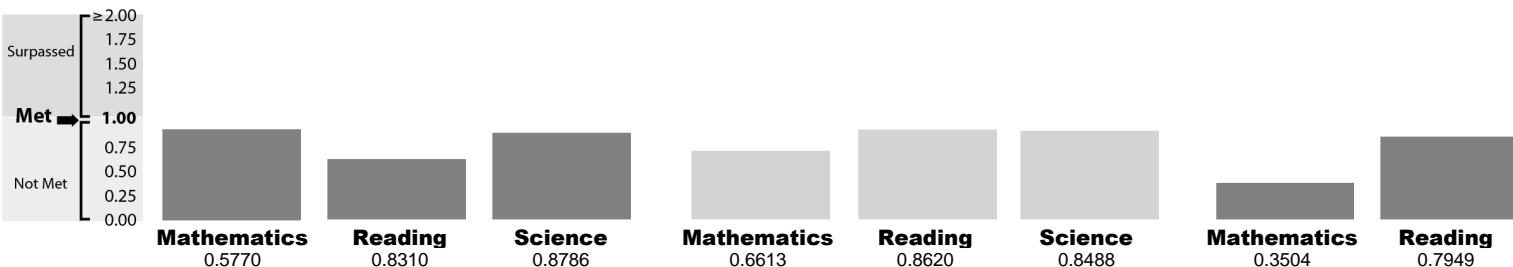


GROWTH

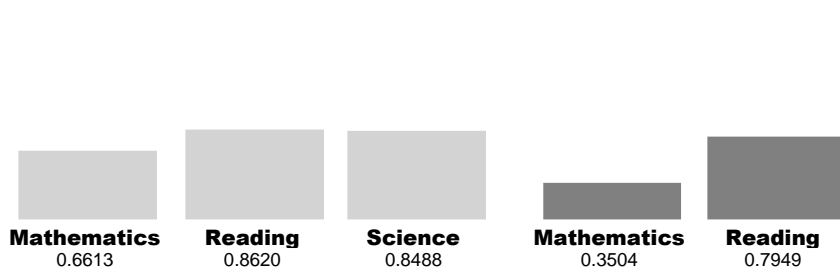


Middle School Indicators (Grades 6-8)

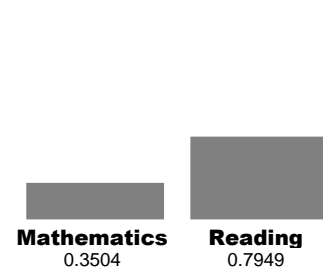
ACHIEVEMENT



GAP REDUCTION

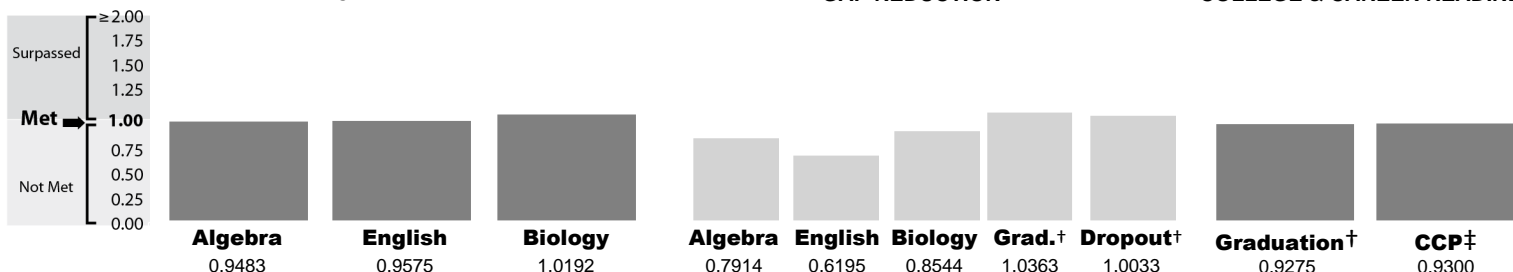


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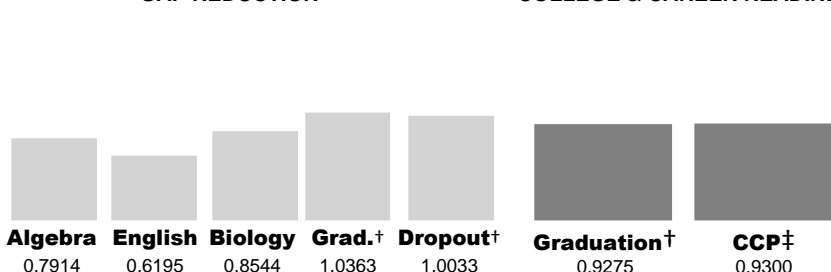


High School Indicators (Grades 9-12)

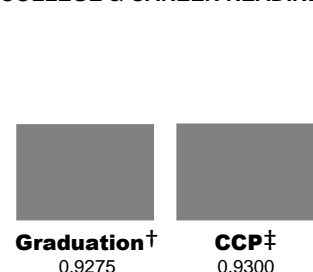
ACHIEVEMENT



GAP REDUCTION



COLLEGE & CAREER READINESS



School Progress Index (SPI)

The new Maryland School Progress Index is based on high expectations and multiple measures that include student achievement data in Reading, Mathematics, and Science; growth data in English/Language Arts and Mathematics; and gaps, based on the gap score between the highest-achieving and lowest achieving subgroup in mathematics, reading, science, cohort graduation and cohort dropout rates. Maryland's School Progress Index will differentiate schools into one of five strands which determine the system and State support schools receive. The State affords top-performing schools greater flexibility while lower performing schools receive progressively more prescriptive technical assistance, expectations, and monitoring.

The School Progress Index evaluates schools on a continuous scale based on the variables of Achievement, Growth, Gap Reduction, and College- and Career-Readiness. The Indicators are specific to Elementary and Middle Schools or High Schools. Each Indicator is comprised of specific Measures for Elementary and Middle schools or High Schools. An index score of 1.0 is indicative

of meeting all the targets, whereas a score greater than 1.0 means the school surpassed its targets.

Achievement: Achievement represents the acquisition of the skills and knowledge students have acquired. The Achievement Indicator represents the school's performance for "all students" on the MSA, Alt-MSA, and Mod-HSA in meeting Mathematics, Reading, and Science proficient and advanced levels relative to the school's targets. Achievement is measured in all grades.

Growth: Growth represents a student's progress from one year to the next. The Growth Indicator represents all students' growth within an elementary or middle school in attaining Mathematics Proficiency and Reading Proficiency.

Gap Reduction: Gap Reduction represents a decrease in the difference between the highest-achieving subgroup and the lowest achieving subgroup by content areas. The Gap Indicator represents the differences between the highest and lowest performing subgroups in Mathematics Proficiency, English/Language Arts Proficiency, and Science Proficiency at all grade levels and the five-year adjusted cohort graduation rate and four-year adjusted cohort dropout rate for high schools.

College- and Career-Readiness (CCR):

College- and Career-Readiness represents a combination of measures that ensure students are college and career ready upon graduation. Measured in high schools, CCR consists of the 5-year adjusted cohort graduation rate and College and Career Preparation (CCP). CCP is a measurement of a student who has exited high school with a Maryland State High School Diploma and met success in one of the following areas: Earning a 3 or better on an Advanced Placement (AP) Exam or a 4 or better on an International Baccalaureate Exam; Attaining advanced standing in a Career and Technology Education (CTE) Program of study; or Enrolled in a post-secondary institution (2-year, 4-year, or technical) within 16 months of graduation.

Strands for Intervention, Support, and Recognition

The School Progress Index (SPI) and the school's result on each of the Indicators of the Index will give the school a very clear picture of its progress toward meeting targets. Once the School Progress Index is calculated (with values of 0 to 1 or greater), the scores will be broken into five strands for identifying interventions, support, and recognition to schools (Not applicable for LEAs). Schools in Strand 1 will be schools meeting all targets and schools not meeting any of their targets will be in Strand 5. Although schools will, as always, have very unique profiles, the Maryland State Department of Education (MSDE) will group the schools based on a measure of the magnitude of the issues these schools face when meeting their targets. This Strand categorization allows MSDE and the Local Education Agency (LEA) to differentiate resources to schools by magnitude of need while precise diagnosis occurs at the school.

Please note, for school year 2013-2014, SPI was only calculated for the State, LEA, High Schools and Schools that double tested (took the MSA and the PARCC field test). The seven School Improvement Grant (SIG) Schools and Carroll County Schools double tested and therefore have complete MSA data. High Schools did not participate in the field test and therefore have complete accountability data. The population at the State and LEA level was not greatly impacted by the field test. Therefore, SPI can be calculated for school year 2013-2014 for the seven SIG schools, all Carroll County Schools, High Schools, the State, and the LEAs.

†College and Career Preparation (CCP) – 2012
‡Data from 2013

School Progress

	Percent Proficient		Participation Rate		Graduation
	Reading	Math	Reading	Math	
All Students	na	na	Met	Met	--
American Indian or Alaska Native	*	*	*	*	--
Asian	*	*	*	*	--
Black or African American	na	na	Met	Met	--
Hispanic/Latino of any race	na	na	na	na	--
Native Hawaiian or Other Pacific Islander	*	*	*	*	--
White	na	na	Met	Met	--
Two or more races	na	na	na	na	--
Free/Reduced Meals	na	na	Met	Met	--
Special Education	na	na	na	na	--
Limited English Proficient	na	na	na	na	--

Attendance Rate %

	School		County		State	
	2014	2013	2014	2013	2014	2013
Elementary	≥ 95.0	94.2	≥ 95.0	94.5	95.7	95.5
Middle	*	*	94.2	93.8	95.4	95.1
High	*	*	92.9	91.6	92.7	92.5
Teacher Qualifications						
% of certificates:						
Standard Professional	36.7	31.0	41.5	40.3	27.2	28.4
Advanced Professional	60.0	58.6	49.1	50.9	65.5	65.1
Resident Teacher	0.0	0.0	0.0	0.0	0.7	0.8
Conditional Teacher	0.0	0.0	0.6	0.0	1.0	0.9
% of classes NOT taught by highly qualified teachers:						
All Quartiles	0.0	0.0	5.0	2.3	7.6	6.2
Elementary Low Poverty	*	*	*	*	3.0	2.4
Elementary High Poverty	*	*	0.0	0.0	11.4	6.6
Secondary Low Poverty	*	*	*	*	6.0	5.6
Secondary High Poverty	*	*	9.5	4.6	15.7	14.0
Cohort Graduation Rate						
Class of 2013 (4-Year Rate)	*		77.00		84.97	
Class of 2013 (5-Year Rate)	*		78.40		87.48	

2014 School Progress Index

Your school is in Strand 3 based on your 2013 SPI of 0.9988. 2014 Strands were not assigned due to the PARCC field test.

MSA Proficiency Levels

Basic %	Proficient %	Advanced %
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Alt-MSA Proficiency Levels

Approximately 99% of Maryland students take MSA, 1% take Alt-MSA. The Basic Level is below the goal set for all students.

Approximately 1% of Maryland students take Alt-MSA. The Basic Level is below the goal set for all students.

Reading

Mathematics

Science

GRADE	SCHOOL%			COUNTY %			STATE %		
3 2014	30.9	67.9	≥5.0	26.9	65.4	7.7	22.8	62.3	14.8
2013	14.7	77.5	7.8	20.5	69.7	9.8	17.4	60.5	22.1
4 2014	9.1	67.5	23.4	14.5	66.8	18.7	13.7	55.5	30.8
2013	10.7	64.0	25.3	12.4	68.1	19.5	11.8	58.4	29.8
5 2014	9.0	48.7	42.3	8.7	48.1	43.3	11.0	34.5	54.4
2013	9.0	35.9	55.1	11.3	43.8	44.8	11.6	31.8	56.6
6 2014	*	*	*	22.1	49.2	28.7	16.8	39.5	43.7
2013	*	*	*	15.5	47.9	36.6	15.9	40.6	43.5
7 2014	*	*	*	27.1	38.6	34.3	21.2	35.9	42.8
2013	*	*	*	18.5	41.3	40.2	15.0	36.9	48.1
8 2014	*	*	*	26.9	46.6	26.4	23.1	36.6	40.3
2013	*	*	*	24.2	46.5	29.3	19.0	34.9	46.1
*E 2014	*	*	*	22.0	61.8	16.2	17.4	54.1	28.6
2013	*	*	*	25.4	60.5	14.1	17.0	55.3	27.8
3 2014	28.8	69.5	≥5.0	31.2	58.0	10.8	25.8	54.8	19.4
2013	6.9	67.6	25.5	12.7	61.6	25.7	17.8	53.3	28.9
4 2014	18.6	64.9	16.5	20.2	67.9	11.9	19.4	48.4	32.2
2013	≥5.0	30.3	68.4	5.7	49.5	44.8	11.2	42.1	46.7
5 2014	26.9	73.1	≥5.0	22.1	69.2	8.7	27.2	52.9	19.9
2013	9.0	73.1	17.9	15.8	67.5	16.7	19.1	55.5	25.3
6 2014	*	*	*	44.9	51.5	≥5.0	32.2	46.4	21.4
2013	*	*	*	11.7	57.3	31.0	22.9	48.0	29.1
7 2014	*	*	*	45.3	50.0	≥5.0	36.9	43.5	19.6
2013	*	*	*	15.3	67.2	17.5	27.4	49.3	23.3
8 2014	*	*	*	53.1	39.2	7.7	41.3	32.8	25.9
2013	*	*	*	36.0	41.1	22.8	33.0	36.4	30.6
*A 2014	*	*	*	22.3	64.0	13.7	15.8	54.4	29.8
2013	*	*	*	22.2	59.7	18.2	15.8	53.4	30.8
5 2014	24.4	70.5	5.1	26.1	67.1	6.8	35.8	54.9	9.3
2013	20.8	72.7	6.5	27.6	65.0	7.4	33.0	56.4	10.6
8 2014	*	*	*	26.8	70.6	≥5.0	30.6	62.8	6.6
2013	*	*	*	30.8	66.7	≥5.0	28.6	64.6	6.7
*B 2014	*	*	*	20.5	71.3	8.2	15.4	61.7	22.9
2013	*	*	*	21.3	67.4	11.2	17.4	60.7	21.9

GRADE	SCHOOL%			COUNTY %			STATE %		
3 2014	*	*	*	*	*	*	10.3	26.5	63.2
2013	*	*	*	*	*	*	13.4	26.3	60.3
4 2014	*	*	*	*	*	*	11.9	24.3	63.8
2013	*	*	*	*	*	*	10.2	22.1	67.7
5 2014	*	*	*	*	*	*	11.4	25.0	63.6
2013	*	*	*	*	*	*	12.6	26.5	60.9
6 2014	*	*	*	*	*	*	13.3	23.5	63.2
2013	*	*	*	*	*	*	10.3	25.9	63.8
7 2014	*	*	*	*	*	*	12.2	21.0	66.9
2013	*	*	*	*	*	*	7.9	24.8	67.3
8 2014	*	*	*	*	*	*	12.6	24.6	62.8
2013	*	*	*	*	*	*	11.2	25.5	63.3
10 2014	*	*	*	*	*	*	18.8	26.6	54.5
2013	*	*	*	*	*	*	20.9	22.8	56.3
3 2014	*	*	*	*	*	*	12.5	35.9	51.6
2013	*	*	*	*	*	*	19.2	36.8	44.1
4 2014	*	*	*	*	*	*	14.7	33.9	51.4
2013	*	*	*	*	*	*	15.5	36.8	47.7
5 2014	*	*	*	*	*	*	18.9	40.3	40.8
2013	*	*	*	*	*	*	19.7	40.9	39.4
6 2014	*	*	*	*	*	*	16.0	37.0	47.0
2013	*	*	*	*	*	*	17.2	36.1	46.7
7 2014	*	*	*	*	*	*	13.3	31.9	54.9
2013	*	*	*	*	*	*	14.3	33.9	51.8
8 2014	*	*	*	*	*	*	17.8	35.7	46.5
2013	*	*	*	*	*	*	15.5	36.4	48.1
10 2014	*	*	*	*	*	*	22.2	34.3	43.5
2013	*	*	*	*	*	*	23.8	31.0	45.2
5 2014	*	*	*	*	*	*	19.6	42.5	37.9
2013	*	*	*	*	*	*	22.7	44.2	33.1
8 2014	*	*	*	*	*	*	19.8	41.0	39.2
2013	*	*	*	*	*	*	22.3	40.4	37.3
10 2014	*	*	*	*	*	*	28.7	37.3	34.0
2013	*	*	*	*	*	*	33.3	34.3	32.4

†College and Career Preparation (CCP) – 2012

‡Data from 2013

“na” indicates too few students for School Progress rules or Subject was field tested. “*” indicates no students or fewer than 10 students in category. • E: English; • A: Algebra/Data Analysis; • B: Biology

School Progress						Attendance Rate %		School		County		State		2014 School Progress Index (SPI)			
						2014	2013		2014	2013	2014	2013					
	Percent Proficient		Participation Rate		Graduation	Elementary	*	*	≥ 95.0	94.5	95.7	95.5	SPI: 0.9465		Strand: 4		
	Reading	Math	Reading	Math		Middle	92.6	94.3	94.2	93.8	95.4	95.1	Values 1.0000 and above met the target.				
All Students	Not Met	Met	Met	Met	Not Met	High	93.4	91.8	92.9	91.6	92.7	92.5	Middle				
American Indian or Alaska Native	*	*	*	*	na	Teacher Qualifications							Mathematic	0.8614	0.8061	0.5455	
Asian	*	*	*	*	na	% of certificates:							Reading	0.8022	0.8522	0.8297	
Black or African American	Met	Met	na	na	na	Standard Professional	40.0	38.1	41.5	40.3	27.2	28.4 <th rowspan="2">High</th> <th>Science</th> <td>0.9410</td> <td>1.0376</td>	High	Science	0.9410	1.0376	
Hispanic/Latino of any race	Met	Met	na	na	na	Advanced Professional	52.0	47.6	49.1	50.9	65.5	65.1 <th>Achievement</th> <td>1.0373</td> <td>1.0308</td>		Achievement	1.0373	1.0308	
Native Hawaiian or Other Pacific Islander	*	*	*	*	--	Resident Teacher	0.0	0.0	0.0	0.0	0.7	0.8 <th rowspan="2">Algebra</th> <td>0.9819</td> <td>1.1397</td>	Algebra	0.9819	1.1397		
White	Not Met	Met	Met	Met	Met	Conditional Teacher	4.0	0.0	0.6	0.0	1.0	0.9 <th>English</th> <td>1.0346</td> <td>0.8546</td>		English	1.0346	0.8546	
Two or more races	Not Met	Met	na	na	na	% of classes NOT taught by highly qualified teachers:							Biology	0.8830			
Free/Reduced Meals	Met	Met	Met	Met	Not Met	All Quartiles	10.5	6.7	5.0	2.3	7.6	6.2 <th>‡Dropout</th> <td></td> <td>0.8830</td>	‡Dropout		0.8830		
Special Education	Not Met	Met	na	na	na	Elementary Low Poverty	*	*	*	*	3.0	2.4 <th>‡Graduation</th> <td></td> <td>0.9176</td> <td>0.9200</td>	‡Graduation		0.9176	0.9200	
Limited English Proficient	na	na	na	na	na	Elementary High Poverty	*	*	0.0	0.0	11.4	6.6 <th rowspan="2">†CCP</th> <td></td> <td></td> <td>0.8842</td>	†CCP			0.8842	
						Secondary Low Poverty	*	*	*	*	6.0	5.6					
						Secondary High Poverty	*	*	9.5	4.6	15.7	14.0					
						Cohort Graduation Rate											
						Class of 2013 (4-Year Rate)			74.39		77.00		84.97				
						Class of 2013 (5-Year Rate)	75.90		78.40		87.48						

MSA Proficiency Levels										Basic %		Proficient %		Advanced %		Alt-MSA Proficiency Levels									
Approximately 99% of Maryland students take MSA, 1% take Alt-MSA. The Basic Level is below the goal set for all students.										Approximately 1% of Maryland students take Alt-MSA. The Basic Level is below the goal set for all students.															
Reading	GRADE	SCHOOL%			COUNTY %			STATE %			GRADE	SCHOOL%			COUNTY %			STATE %							
	3 2014	*	*	*	26.9	65.4	7.7	22.8	62.3	14.8	3 2014	*	*	*	*	*	*	10.3	26.5	63.2					
	2013	*	*	*	20.5	69.7	9.8	17.4	60.5	22.1	2013	*	*	*	*	*	*	13.4	26.3	60.3					
	4 2014	*	*	*	14.5	66.8	18.7	13.7	55.5	30.8	4 2014	*	*	*	*	*	*	11.9	24.3	63.8					
	2013	*	*	*	12.4	68.1	19.5	11.8	58.4	29.8	2013	*	*	*	*	*	*	10.2	22.1	67.7					
	5 2014	*	*	*	8.7	48.1	43.3	11.0	34.5	54.4	5 2014	*	*	*	*	*	*	11.4	25.0	63.6					
	2013	*	*	*	11.3	43.8	44.8	11.6	31.8	56.6	2013	*	*	*	*	*	*	12.6	26.5	60.9					
	6 2014	*	*	*	22.1	49.2	28.7	16.8	39.5	43.7	6 2014	*	*	*	*	*	*	13.3	23.5	63.2					
	2013	*	*	*	15.5	47.9	36.6	15.9	40.6	43.5	2013	*	*	*	*	*	*	10.3	25.9	63.8					
	7 2014	*	*	*	27.1	38.6	34.3	21.2	35.9	42.8	7 2014	*	*	*	*	*	*	12.2	21.0	66.9					
2013	*	*	*	18.5	41.3	40.2	15.0	36.9	48.1	2013	*	*	*	*	*	*	7.9	24.8	67.3						
8 2014	29.0	33.9	37.1	26.9	46.6	26.4	23.1	36.6	40.3	8 2014	*	*	*	*	*	*	12.6	24.6	62.8						
2013	20.5	47.9	31.5	24.2	46.5	29.3	19.0	34.9	46.1	2013	*	*	*	*	*	*	11.2	25.5	63.3						
*E 2014	16.9	63.1	20.0	22.0	61.8	16.2	17.4	54.1	28.6	10 2014	*	*	*	*	*	*	18.8	26.6	54.5						
2013	19.7	60.7	19.7	25.4	60.5	14.1	17.0	55.3	27.8	2013	*	*	*	*	*	*	20.9	22.8	56.3						
3 2014	*	*	*	31.2	58.0	10.8	25.8	54.8	19.4	3 2014	*	*	*	*	*	*	12.5	35.9	51.6						
2013	*	*	*	12.7	61.6	25.7	17.8	53.3	28.9	2013	*	*	*	*	*	*	19.2	36.8	44.1						
4 2014	*	*	*	20.2	67.9	11.9	19.4	48.4	32.2	4 2014	*	*	*	*	*	*	14.7	33.9	51.4						
2013	*	*	*	5.7	49.5	44.8	11.2	42.1	46.7	2013	*	*	*	*	*	*	15.5	36.8	47.7						
5 2014	*	*	*	22.1	69.2	8.7	27.2	52.9	19.9	5 2014	*	*	*	*	*	*	18.9	40.3	40.8						
2013	*	*	*	15.8	67.5	16.7	19.1	55.5	25.3	2013	*	*	*	*	*	*	19.7	40.9	39.4						
6 2014	*	*	*	44.9	51.5	≥5.0	32.2	46.4	21.4	6 2014	*	*	*	*	*	*	16.0	37.0	47.0						
2013	*	*	*	11.7	57.3	31.0	22.9	48.0	29.1	2013	*	*	*	*	*	*	17.2	36.1	46.7						
7 2014	*	*	*	45.3	50.0	≥5.0	36.9	43.5	19.6	7 2014	*	*	*	*	*	*	13.3	31.9	54.9						
2013	*	*	*	15.3	67.2	17.5	27.4	49.3	23.3	2013	*	*	*	*	*	*	14.3	33.9	51.8						
8 2014	37.1	53.2	9.7	53.1	39.2	7.7	41.3	32.8	25.9	8 2014	*	*	*	*	*	*	17.8	35.7	46.5						
2013	24.7	46.6	28.8	36.0	41.1	22.8	33.0	36.4	30.6	2013	*	*	*	*	*	*	15.5	36.4	48.1						
*A 2014	12.3	72.3	15.4	22.3	64.0	13.7	15.8	54.4	29.8	10 2014	*	*	*	*	*	*	22.2	34.3	43.5						
2013	22.6	56.5	21.0	22.2	59.7	18.2	15.8	53.4	30.8	2013	*	*	*	*	*	*	23.8	31.0	45.2						
5 2014	*	*	*	26.1	67.1	6.8	35.8	54.9	9.3	5 2014	*	*	*	*	*	*	19.6	42.5	37.9						
2013	*	*	*	27.6	65.0	7.4	33.0	56.4	10.6	2013	*	*	*	*	*	*	22.7	44.2	33.1						
8 2014	25.0	71.9	≥5.0	26.8	70.6	≥5.0	30.6	62.8	6.6	8 2014	*	*	*	*	*	*	19.8	41.0	39.2						
2013	29.2	69.4	≥5.0	30.8	66.7	≥5.0	28.6	64.6	6.7	2013	*	*	*	*	*	*	22.3	40.4	37.3						
*B 2014	13.8	75.4	10.8	20.5	71.3	8.2	15.4	61.7	22.9	10 2014	*	*	*	*	*	*	28.7	37.3	34.0						
2013	25.8	67.7	6.5	21.3	67.4	11.2	17.4	60.7	21.9	2013	*	*	*	*	*	*	33.3	34.3	32.4						

†College and Career Preparation (CCP) – 2012

‡Data from 2013

“na” indicates too few students for School Progress rules or Subject was field tested. “*” indicates no students or fewer than 10 students in category. • E: English; • A: Algebra/Data Analysis; • B: Biology

School Progress

	Percent Proficient		Participation Rate		Graduation
	Reading	Math	Reading	Math	
All Students	Met	na	na	na	--
American Indian or Alaska Native	*	*	*	*	--
Asian	na	na	na	na	--
Black or African American	na	na	na	na	--
Hispanic/Latino of any race	*	*	*	*	--
Native Hawaiian or Other Pacific Islander	*	*	*	*	--
White	Met	na	na	na	--
Two or more races	na	na	na	na	--
Free/Reduced Meals	Met	na	na	na	--
Special Education	Met	na	na	na	--
Limited English Proficient	*	*	*	*	--

Attendance Rate %

	School		County		State	
	2014	2013	2014	2013	2014	2013
Elementary	94.7	94.9	≥ 95.0	94.5	95.7	95.5
Middle	*	*	94.2	93.8	95.4	95.1
High	*	*	92.9	91.6	92.7	92.5
Teacher Qualifications						
% of certificates:						
Standard Professional	37.5	25.0	41.5	40.3	27.2	28.4
Advanced Professional	50.0	75.0	49.1	50.9	65.5	65.1
Resident Teacher	0.0	0.0	0.0	0.0	0.7	0.8
Conditional Teacher	0.0	0.0	0.6	0.0	1.0	0.9
% of classes NOT taught by highly qualified teachers:						
All Quartiles	0.0	0.0	5.0	2.3	7.6	6.2
Elementary Low Poverty	*	*	*	*	3.0	2.4
Elementary High Poverty	*	*	0.0	0.0	11.4	6.6
Secondary Low Poverty	*	*	*	*	6.0	5.6
Secondary High Poverty	*	*	9.5	4.6	15.7	14.0
Cohort Graduation Rate						
Class of 2013 (4-Year Rate)			*		77.00	
Class of 2013 (5-Year Rate)	*		78.40		87.48	

2014 School Progress Index

Your school is in Strand 2 based on your 2013 SPI of 1.0354. 2014 Strands were not assigned due to the PARCC field test.

MSA Proficiency Levels

Basic %	Proficient %	Advanced %
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Alt-MSA Proficiency Levels

Approximately 99% of Maryland students take MSA, 1% take Alt-MSA. The Basic Level is below the goal set for all students.

Approximately 1% of Maryland students take Alt-MSA. The Basic Level is below the goal set for all students.

Reading

Mathematics

Science

GRADE	SCHOOL%			COUNTY %			STATE %		
3 2014	7.7	92.3	≥5.0	26.9	65.4	7.7	22.8	62.3	14.8
2013	6.7	73.3	20.0	20.5	69.7	9.8	17.4	60.5	22.1
4 2014	5.9	70.6	23.5	14.5	66.8	18.7	13.7	55.5	30.8
2013	≥5.0	71.4	23.8	12.4	68.1	19.5	11.8	58.4	29.8
5 2014	5.6	44.4	50.0	8.7	48.1	43.3	11.0	34.5	54.4
2013	7.1	35.7	57.1	11.3	43.8	44.8	11.6	31.8	56.6
6 2014	*	*	*	22.1	49.2	28.7	16.8	39.5	43.7
2013	*	*	*	15.5	47.9	36.6	15.9	40.6	43.5
7 2014	*	*	*	27.1	38.6	34.3	21.2	35.9	42.8
2013	*	*	*	18.5	41.3	40.2	15.0	36.9	48.1
8 2014	*	*	*	26.9	46.6	26.4	23.1	36.6	40.3
2013	*	*	*	24.2	46.5	29.3	19.0	34.9	46.1
*E 2014	*	*	*	22.0	61.8	16.2	17.4	54.1	28.6
2013	*	*	*	25.4	60.5	14.1	17.0	55.3	27.8
3 2014	*	*	*	31.2	58.0	10.8	25.8	54.8	19.4
2013	6.7	66.7	26.7	12.7	61.6	25.7	17.8	53.3	28.9
4 2014	17.6	70.6	11.8	20.2	67.9	11.9	19.4	48.4	32.2
2013	≥5.0	57.1	38.1	5.7	49.5	44.8	11.2	42.1	46.7
5 2014	27.8	61.1	11.1	22.1	69.2	8.7	27.2	52.9	19.9
2013	21.4	50.0	28.6	15.8	67.5	16.7	19.1	55.5	25.3
6 2014	*	*	*	44.9	51.5	≥5.0	32.2	46.4	21.4
2013	*	*	*	11.7	57.3	31.0	22.9	48.0	29.1
7 2014	*	*	*	45.3	50.0	≥5.0	36.9	43.5	19.6
2013	*	*	*	15.3	67.2	17.5	27.4	49.3	23.3
8 2014	*	*	*	53.1	39.2	7.7	41.3	32.8	25.9
2013	*	*	*	36.0	41.1	22.8	33.0	36.4	30.6
*A 2014	*	*	*	22.3	64.0	13.7	15.8	54.4	29.8
2013	*	*	*	22.2	59.7	18.2	15.8	53.4	30.8
5 2014	5.6	77.8	16.7	26.1	67.1	6.8	35.8	54.9	9.3
2013	7.1	71.4	21.4	27.6	65.0	7.4	33.0	56.4	10.6
8 2014	*	*	*	26.8	70.6	≥5.0	30.6	62.8	6.6
2013	*	*	*	30.8	66.7	≥5.0	28.6	64.6	6.7
*B 2014	*	*	*	20.5	71.3	8.2	15.4	61.7	22.9
2013	*	*	*	21.3	67.4	11.2	17.4	60.7	21.9

GRADE	SCHOOL%			COUNTY %			STATE %		
3 2014	*	*	*	*	*	*	10.3	26.5	63.2
2013	*	*	*	*	*	*	13.4	26.3	60.3
4 2014	*	*	*	*	*	*	11.9	24.3	63.8
2013	*	*	*	*	*	*	10.2	22.1	67.7
5 2014	*	*	*	*	*	*	11.4	25.0	63.6
2013	*	*	*	*	*	*	12.6	26.5	60.9
6 2014	*	*	*	*	*	*	13.3	23.5	63.2
2013	*	*	*	*	*	*	10.3	25.9	63.8
7 2014	*	*	*	*	*	*	12.2	21.0	66.9
2013	*	*	*	*	*	*	7.9	24.8	67.3
8 2014	*	*	*	*	*	*	12.6	24.6	62.8
2013	*	*	*	*	*	*	11.2	25.5	63.3
10 2014	*	*	*	*	*	*	18.8	26.6	54.5
2013	*	*	*	*	*	*	20.9	22.8	56.3
3 2014	*	*	*	*	*	*	12.5	35.9	51.6
2013	*	*	*	*	*	*	19.2	36.8	44.1
4 2014	*	*	*	*	*	*	14.7	33.9	51.4
2013	*	*	*	*	*	*	15.5	36.8	47.7
5 2014	*	*	*	*	*	*	18.9	40.3	40.8
2013	*	*	*	*	*	*	19.7	40.9	39.4
6 2014	*	*	*	*	*	*	16.0	37.0	47.0
2013	*	*	*	*	*	*	17.2	36.1	46.7
7 2014	*	*	*	*	*	*	13.3	31.9	54.9
2013	*	*	*	*	*	*	14.3	33.9	51.8
8 2014	*	*	*	*	*	*	17.8	35.7	46.5
2013	*	*	*	*	*	*	15.5	36.4	48.1
10 2014	*	*	*	*	*	*	22.2	34.3	43.5
2013	*	*	*	*	*	*	23.8	31.0	45.2
5 2014	*	*	*	*	*	*	19.6	42.5	37.9
2013	*	*	*	*	*	*	22.7	44.2	33.1
8 2014	*	*	*	*	*	*	19.8	41.0	39.2
2013	*	*	*	*	*	*	22.3	40.4	37.3
10 2014	*	*	*	*	*	*	28.7	37.3	34.0
2013	*	*	*	*	*	*	33.3	34.3	32.4

†College and Career Preparation (CCP) – 2012

‡Data from 2013

“na” indicates too few students for School Progress rules or Subject was field tested. “*” indicates no students or fewer than 10 students in category. • E: English; • A: Algebra/Data Analysis; • B: Biology

School Progress						Attendance Rate %		School		County		State		2014 School Progress Index (SPI)				
						2014	2013	2014	2013	2014	2013							
	Percent Proficient		Participation Rate		Graduation	Elementary	Middle	High	*	*	≥ 95.0	94.5	95.7	95.5	SPI: 1.3001		Strand: 2	
	Reading	Math	Reading	Math											Values 1.0000 and above met the target.			
All Students	Met	Not Met	na	na	--				*	*	92.9	91.6	92.7	92.5	Elementary	Achievement	Gap Red.	Growth
American Indian or Alaska Native	*	*	*	*	--	Teacher Qualifications								Mathematic	0.6154	*	2.0000	
Asian	*	*	*	*	--	% of certificates:								Reading	1.6000	*	1.3333	
Black or African American	*	*	*	*	--	Standard Professional	0.0	0.0	41.5	40.3	27.2	28.4	Science	1.6000	*			
Hispanic/Latino of any race	*	*	*	*	--	Advanced Professional	100.0	100.0	49.1	50.9	65.5	65.1	Middle	Mathematic	0.0000	*	0.0000	
Native Hawaiian or Other Pacific Islander	*	*	*	*	--	Resident Teacher	0.0	0.0	0.0	0.0	0.7	0.8		Reading	1.1401	*	0.0000	
White	Met	Met	na	na	--	Conditional Teacher	0.0	0.0	0.6	0.0	1.0	0.9		Science	*	*		
Two or more races	*	*	*	*	--	% of classes NOT taught by highly qualified teachers:												
Free/Reduced Meals	Met	Met	na	na	--	All Quartiles	0.0	0.0	5.0	2.3	7.6	6.2						
Special Education	na	na	na	na	--	Elementary Low Poverty	*	*	*	*	3.0	2.4						
Limited English Proficient	*	*	*	*	--	Elementary High Poverty	*	*	0.0	0.0	11.4	6.6						
						Secondary Low Poverty	*	*	*	*	6.0	5.6						
						Secondary High Poverty	*	*	9.5	4.6	15.7	14.0						
						Cohort Graduation Rate												
						Class of 2013 (4-Year Rate)			*		77.00	84.97						
						Class of 2013 (5-Year Rate)			*	78.40	87.48							

MSA Proficiency Levels										Basic %		Proficient %		Advanced %		Alt-MSA Proficiency Levels									
Approximately 99% of Maryland students take MSA, 1% take Alt-MSA. The Basic Level is below the goal set for all students.										Approximately 1% of Maryland students take Alt-MSA. The Basic Level is below the goal set for all students.															
GRADE		SCHOOL%			COUNTY %			STATE %			GRADE		SCHOOL%			COUNTY %			STATE %						
Reading	3 2014	*	*	*	26.9	65.4	7.7	22.8	62.3	14.8	3 2014	*	*	*	*	*	*	10.3	26.5	63.2					
	2013	*	*	*	20.5	69.7	9.8	17.4	60.5	22.1	2013	*	*	*	*	*	*	13.4	26.3	60.3					
	4 2014	*	*	*	14.5	66.8	18.7	13.7	55.5	30.8	4 2014	*	*	*	*	*	*	11.9	24.3	63.8					
	2013	*	*	*	12.4	68.1	19.5	11.8	58.4	29.8	2013	*	*	*	*	*	*	10.2	22.1	67.7					
	5 2014	*	*	*	8.7	48.1	43.3	11.0	34.5	54.4	5 2014	*	*	*	*	*	*	11.4	25.0	63.6					
	2013	*	*	*	11.3	43.8	44.8	11.6	31.8	56.6	2013	*	*	*	*	*	*	12.6	26.5	60.9					
	6 2014	*	*	*	22.1	49.2	28.7	16.8	39.5	43.7	6 2014	*	*	*	*	*	*	13.3	23.5	63.2					
	2013	*	*	*	15.5	47.9	36.6	15.9	40.6	43.5	2013	*	*	*	*	*	*	10.3	25.9	63.8					
	7 2014	*	*	*	27.1	38.6	34.3	21.2	35.9	42.8	7 2014	*	*	*	*	*	*	12.2	21.0	66.9					
	2013	*	*	*	18.5	41.3	40.2	15.0	36.9	48.1	2013	*	*	*	*	*	*	7.9	24.8	67.3					
Mathematics	8 2014	*	*	*	26.9	46.6	26.4	23.1	36.6	40.3	8 2014	*	*	*	*	*	*	12.6	24.6	62.8					
	2013	*	*	*	24.2	46.5	29.3	19.0	34.9	46.1	2013	*	*	*	*	*	*	11.2	25.5	63.3					
	*E 2014	*	*	*	22.0	61.8	16.2	17.4	54.1	28.6	10 2014	*	*	*	*	*	*	18.8	26.6	54.5					
	2013	*	*	*	25.4	60.5	14.1	17.0	55.3	27.8	2013	*	*	*	*	*	*	20.9	22.8	56.3					
	3 2014	*	*	*	31.2	58.0	10.8	25.8	54.8	19.4	3 2014	*	*	*	*	*	*	12.5	35.9	51.6					
	2013	*	*	*	12.7	61.6	25.7	17.8	53.3	28.9	2013	*	*	*	*	*	*	19.2	36.8	44.1					
	4 2014	*	*	*	20.2	67.9	11.9	19.4	48.4	32.2	4 2014	*	*	*	*	*	*	14.7	33.9	51.4					
	2013	*	*	*	5.7	49.5	44.8	11.2	42.1	46.7	2013	*	*	*	*	*	*	15.5	36.8	47.7					
	5 2014	*	*	*	22.1	69.2	8.7	27.2	52.9	19.9	5 2014	*	*	*	*	*	*	18.9	40.3	40.8					
	2013	*	*	*	15.8	67.5	16.7	19.1	55.5	25.3	2013	*	*	*	*	*	*	19.7	40.9	39.4					
Science	6 2014	*	*	*	44.9	51.5	≥5.0	32.2	46.4	21.4	6 2014	*	*	*	*	*	*	16.0	37.0	47.0					
	2013	*	*	*	11.7	57.3	31.0	22.9	48.0	29.1	2013	*	*	*	*	*	*	17.2	36.1	46.7					
	7 2014	*	*	*	45.3	50.0	≥5.0	36.9	43.5	19.6	7 2014	*	*	*	*	*	*	13.3	31.9	54.9					
	2013	*	*	*	15.3	67.2	17.5	27.4	49.3	23.3	2013	*	*	*	*	*	*	14.3	33.9	51.8					
	8 2014	*	*	*	53.1	39.2	7.7	41.3	32.8	25.9	8 2014	*	*	*	*	*	*	17.8	35.7	46.5					
	2013	*	*	*	36.0	41.1	22.8	33.0	36.4	30.6	2013	*	*	*	*	*	*	15.5	36.4	48.1					
	*A 2014	*	*	*	22.3	64.0	13.7	15.8	54.4	29.8	10 2014	*	*	*	*	*	*	22.2	34.3	43.5					
	2013	*	*	*	22.2	59.7	18.2	15.8	53.4	30.8	2013	*	*	*	*	*	*	23.8	31.0	45.2					
	5 2014	*	*	*	26.1	67.1	6.8	35.8	54.9	9.3	5 2014	*	*	*	*	*	*	19.6	42.5	37.9					
	2013	*	*	*	27.6	65.0	7.4	33.0	56.4	10.6	2013	*	*	*	*	*	*	22.7	44.2	33.1					
8 2014	*	*	*	26.8	70.6	≥5.0	30.6	62.8	6.6	8 2014	*	*	*	*	*	*	19.8	41.0	39.2						
2013	*	*	*	30.8	66.7	≥5.0	28.6	64.6	6.7	2013	*	*	*	*	*	*	22.3	40.4	37.3						
*B 2014	*	*	*	20.5	71.3	8.2	15.4	61.7	22.9	10 2014	*	*	*	*	*	*	28.7	37.3	34.0						
2013	*	*	*	21.3	67.4	11.2	17.4	60.7	21.9	2013	*	*	*	*	*	*	33.3	34.3	32.4						

†College and Career Preparation (CCP) – 2012

‡Data from 2013

“na” indicates too few students for School Progress rules or Subject was field tested. “*” indicates no students or fewer than 10 students in category. • E: English; • A: Algebra/Data Analysis; • B: Biology

School Progress

	Percent Proficient		Participation Rate		Graduation
	Reading	Math	Reading	Math	
All Students	Not Met	na	Met	Met	--
American Indian or Alaska Native	*	*	*	*	--
Asian	na	na	na	na	--
Black or African American	Not Met	na	Met	Met	--
Hispanic/Latino of any race	Met	na	na	na	--
Native Hawaiian or Other Pacific Islander	*	*	*	*	--
White	Not Met	na	Met	Met	--
Two or more races	Met	na	na	na	--
Free/Reduced Meals	Not Met	na	Met	Met	--
Special Education	Met	na	na	na	--
Limited English Proficient	na	na	na	na	--

Attendance Rate %

	School		County		State	
	2014	2013	2014	2013	2014	2013
Elementary	≥ 95.0	94.5	≥ 95.0	94.5	95.7	95.5
Middle	*	*	94.2	93.8	95.4	95.1
High	*	*	92.9	91.6	92.7	92.5
Teacher Qualifications						
% of certificates:						
Standard Professional	39.1	39.1	41.5	40.3	27.2	28.4
Advanced Professional	47.8	43.5	49.1	50.9	65.5	65.1
Resident Teacher	0.0	0.0	0.0	0.0	0.7	0.8
Conditional Teacher	0.0	0.0	0.6	0.0	1.0	0.9
% of classes NOT taught by highly qualified teachers:						
All Quarters	0.0	0.0	5.0	2.3	7.6	6.2
Elementary Low Poverty	*	*	*	*	3.0	2.4
Elementary High Poverty	*	*	0.0	0.0	11.4	6.6
Secondary Low Poverty	*	*	*	*	6.0	5.6
Secondary High Poverty	*	*	9.5	4.6	15.7	14.0
Cohort Graduation Rate						
Class of 2013 (4-Year Rate)	*		77.00		84.97	
Class of 2013 (5-Year Rate)	*		78.40		87.48	

2014 School Progress Index

Your school is in Strand 5 based on your 2013 SPI of 0.8849. 2014 Strands were not assigned due to the PARCC field test.

MSA Proficiency Levels

Basic % Proficient % Advanced %

Alt-MSA Proficiency Levels

Approximately 99% of Maryland students take MSA, 1% take Alt-MSA. The Basic Level is below the goal set for all students.

Approximately 1% of Maryland students take Alt-MSA. The Basic Level is below the goal set for all students.

Reading

Mathematics

Science

GRADE	SCHOOL%			COUNTY %			STATE %		
3 2014	30.3	66.7	≥5.0	26.9	65.4	7.7	22.8	62.3	14.8
2013	27.7	60.0	12.3	20.5	69.7	9.8	17.4	60.5	22.1
4 2014	12.3	70.8	16.9	14.5	66.8	18.7	13.7	55.5	30.8
2013	9.6	71.2	19.2	12.4	68.1	19.5	11.8	58.4	29.8
5 2014	11.7	41.7	46.7	8.7	48.1	43.3	11.0	34.5	54.4
2013	11.1	47.6	41.3	11.3	43.8	44.8	11.6	31.8	56.6
6 2014	*	*	*	22.1	49.2	28.7	16.8	39.5	43.7
2013	*	*	*	15.5	47.9	36.6	15.9	40.6	43.5
7 2014	*	*	*	27.1	38.6	34.3	21.2	35.9	42.8
2013	*	*	*	18.5	41.3	40.2	15.0	36.9	48.1
8 2014	*	*	*	26.9	46.6	26.4	23.1	36.6	40.3
2013	*	*	*	24.2	46.5	29.3	19.0	34.9	46.1
*E 2014	*	*	*	22.0	61.8	16.2	17.4	54.1	28.6
2013	*	*	*	25.4	60.5	14.1	17.0	55.3	27.8
3 2014	31.8	62.1	6.1	31.2	58.0	10.8	25.8	54.8	19.4
2013	28.8	48.5	22.7	12.7	61.6	25.7	17.8	53.3	28.9
4 2014	18.6	74.4	7.0	20.2	67.9	11.9	19.4	48.4	32.2
2013	≥5.0	67.3	28.8	5.7	49.5	44.8	11.2	42.1	46.7
5 2014	20.0	66.7	13.3	22.1	69.2	8.7	27.2	52.9	19.9
2013	14.3	73.0	12.7	15.8	67.5	16.7	19.1	55.5	25.3
6 2014	*	*	*	44.9	51.5	≥5.0	32.2	46.4	21.4
2013	*	*	*	11.7	57.3	31.0	22.9	48.0	29.1
7 2014	*	*	*	45.3	50.0	≥5.0	36.9	43.5	19.6
2013	*	*	*	15.3	67.2	17.5	27.4	49.3	23.3
8 2014	*	*	*	53.1	39.2	7.7	41.3	32.8	25.9
2013	*	*	*	36.0	41.1	22.8	33.0	36.4	30.6
*A 2014	*	*	*	22.3	64.0	13.7	15.8	54.4	29.8
2013	*	*	*	22.2	59.7	18.2	15.8	53.4	30.8
5 2014	40.0	53.3	6.7	26.1	67.1	6.8	35.8	54.9	9.3
2013	42.2	53.1	≥5.0	27.6	65.0	7.4	33.0	56.4	10.6
8 2014	*	*	*	26.8	70.6	≥5.0	30.6	62.8	6.6
2013	*	*	*	30.8	66.7	≥5.0	28.6	64.6	6.7
*B 2014	*	*	*	20.5	71.3	8.2	15.4	61.7	22.9
2013	*	*	*	21.3	67.4	11.2	17.4	60.7	21.9

GRADE	SCHOOL%			COUNTY %			STATE %		
3 2014	*	*	*	*	*	*	10.3	26.5	63.2
2013	*	*	*	*	*	*	13.4	26.3	60.3
4 2014	*	*	*	*	*	*	11.9	24.3	63.8
2013	*	*	*	*	*	*	10.2	22.1	67.7
5 2014	*	*	*	*	*	*	11.4	25.0	63.6
2013	*	*	*	*	*	*	12.6	26.5	60.9
6 2014	*	*	*	*	*	*	13.3	23.5	63.2
2013	*	*	*	*	*	*	10.3	25.9	63.8
7 2014	*	*	*	*	*	*	12.2	21.0	66.9
2013	*	*	*	*	*	*	7.9	24.8	67.3
8 2014	*	*	*	*	*	*	12.6	24.6	62.8
2013	*	*	*	*	*	*	11.2	25.5	63.3
10 2014	*	*	*	*	*	*	18.8	26.6	54.5
2013	*	*	*	*	*	*	20.9	22.8	56.3
3 2014	*	*	*	*	*	*	12.5	35.9	51.6
2013	*	*	*	*	*	*	19.2	36.8	44.1
4 2014	*	*	*	*	*	*	14.7	33.9	51.4
2013	*	*	*	*	*	*	15.5	36.8	47.7
5 2014	*	*	*	*	*	*	18.9	40.3	40.8
2013	*	*	*	*	*	*	19.7	40.9	39.4
6 2014	*	*	*	*	*	*	16.0	37.0	47.0
2013	*	*	*	*	*	*	17.2	36.1	46.7
7 2014	*	*	*	*	*	*	13.3	31.9	54.9
2013	*	*	*	*	*	*	14.3	33.9	51.8
8 2014	*	*	*	*	*	*	17.8	35.7	46.5
2013	*	*	*	*	*	*	15.5	36.4	48.1
10 2014	*	*	*	*	*	*	22.2	34.3	43.5
2013	*	*	*	*	*	*	23.8	31.0	45.2
5 2014	*	*	*	*	*	*	19.6	42.5	37.9
2013	*	*	*	*	*	*	22.7	44.2	33.1
8 2014	*	*	*	*	*	*	19.8	41.0	39.2
2013	*	*	*	*	*	*	22.3	40.4	37.3
10 2014	*	*	*	*	*	*	28.7	37.3	34.0
2013	*	*	*	*	*	*	33.3	34.3	32.4

†College and Career Preparation (CCP) – 2012

‡Data from 2013

“na” indicates too few students for School Progress rules or Subject was field tested. “*” indicates no students or fewer than 10 students in category. • E: English; • A: Algebra/Data Analysis; • B: Biology

School Progress						Attendance Rate %	School		County		State		2014 School Progress Index (SPI)				
							2014	2013	2014	2013	2014	2013					
	Percent Proficient		Participation Rate		Graduation	Elementary	*	*	≥ 95.0	94.5	95.7	95.5	SPI:		Strand:		
	Reading	Math	Reading	Math		Middle	*	*	94.2	93.8	95.4	95.1	Values 1.0000 and above met the target.				
All Students	*	*	*	*	--	High	*	*	92.9	91.6	92.7	92.5	Elementary	Achievement	Gap Red.	Growth	
American Indian or Alaska Native	*	*	*	*	--	Teacher Qualifications							Mathematic	*	*	*	
Asian	*	*	*	*	--	% of certificates:							Reading	*	*	*	
Black or African American	*	*	*	*	--	Standard Professional	*	*	41.5	40.3	27.2	28.4	Science	*	*		
Hispanic/Latino of any race	*	*	*	*	--	Advanced Professional	*	*	49.1	50.9	65.5	65.1	Middle	Mathematic	*	*	
Native Hawaiian or Other Pacific Islander	*	*	*	*	--	Resident Teacher	*	*	0.0	0.0	0.7	0.8	Reading	*	*	*	
White	*	*	*	*	--	Conditional Teacher	*	*	0.6	0.0	1.0	0.9	Science	*	*		
Two or more races	*	*	*	*	--	% of classes NOT taught by highly qualified teachers:							High		Achievement	Gap Red.	CCR
Free/Reduced Meals	*	*	*	*	--	All Quartiles	*	*	5.0	2.3	7.6	6.2	Algebra	*	*		
Special Education	*	*	*	*	--	Elementary Low Poverty	*	*	*	*	3.0	2.4	English	*	*		
Limited English Proficient	*	*	*	*	--	Elementary High Poverty	*	*	0.0	0.0	11.4	6.6	Biology	*	*		
						Secondary Low Poverty	*	*	*	*	6.0	5.6	‡Dropout		*		
						Secondary High Poverty	*	*	9.5	4.6	15.7	14.0	‡Graduation		*	*	
						Cohort Graduation Rate							†CCP				
						Class of 2013 (4-Year Rate)	*	*		77.00		84.97					
						Class of 2013 (5-Year Rate)	*		78.40		87.48					*	

MSA Proficiency Levels

Basic %

Proficient %

Advanced %

Alt-MSA Proficiency Levels

Approximately 99% of Maryland students take MSA, 1% take Alt-MSA. The Basic Level is below the goal set for all students.

Approximately 1% of Maryland students take Alt-MSA. The Basic Level is below the goal set for all students.

Reading

Mathematics

Science

GRADE	SCHOOL%			COUNTY %			STATE %		
3 2014	*	*	*	26.9	65.4	7.7	22.8	62.3	14.8
2013	*	*	*	20.5	69.7	9.8	17.4	60.5	22.1
4 2014	*	*	*	14.5	66.8	18.7	13.7	55.5	30.8
2013	*	*	*	12.4	68.1	19.5	11.8	58.4	29.8
5 2014	*	*	*	8.7	48.1	43.3	11.0	34.5	54.4
2013	*	*	*	11.3	43.8	44.8	11.6	31.8	56.6
6 2014	*	*	*	22.1	49.2	28.7	16.8	39.5	43.7
2013	*	*	*	15.5	47.9	36.6	15.9	40.6	43.5
7 2014	*	*	*	27.1	38.6	34.3	21.2	35.9	42.8
2013	*	*	*	18.5	41.3	40.2	15.0	36.9	48.1
8 2014	*	*	*	26.9	46.6	26.4	23.1	36.6	40.3
2013	*	*	*	24.2	46.5	29.3	19.0	34.9	46.1
*E 2014	*	*	*	22.0	61.8	16.2	17.4	54.1	28.6
2013	*	*	*	25.4	60.5	14.1	17.0	55.3	27.8
3 2014	*	*	*	31.2	58.0	10.8	25.8	54.8	19.4
2013	*	*	*	12.7	61.6	25.7	17.8	53.3	28.9
4 2014	*	*	*	20.2	67.9	11.9	19.4	48.4	32.2
2013	*	*	*	5.7	49.5	44.8	11.2	42.1	46.7
5 2014	*	*	*	22.1	69.2	8.7	27.2	52.9	19.9
2013	*	*	*	15.8	67.5	16.7	19.1	55.5	25.3
6 2014	*	*	*	44.9	51.5	≥5.0	32.2	46.4	21.4
2013	*	*	*	11.7	57.3	31.0	22.9	48.0	29.1
7 2014	*	*	*	45.3	50.0	≥5.0	36.9	43.5	19.6
2013	*	*	*	15.3	67.2	17.5	27.4	49.3	23.3
8 2014	*	*	*	53.1	39.2	7.7	41.3	32.8	25.9
2013	*	*	*	36.0	41.1	22.8	33.0	36.4	30.6
*A 2014	*	*	*	22.3	64.0	13.7	15.8	54.4	29.8
2013	*	*	*	22.2	59.7	18.2	15.8	53.4	30.8
5 2014	*	*	*	26.1	67.1	6.8	35.8	54.9	9.3
2013	*	*	*	27.6	65.0	7.4	33.0	56.4	10.6
8 2014	*	*	*	26.8	70.6	≥5.0	30.6	62.8	6.6
2013	*	*	*	30.8	66.7	≥5.0	28.6	64.6	6.7
*B 2014	*	*	*	20.5	71.3	8.2	15.4	61.7	22.9
2013	*	*	*	21.3	67.4	11.2	17.4	60.7	21.9

GRADE	SCHOOL%			COUNTY %			STATE %		
3 2014	*	*	*	*	*	*	10.3	26.5	63.2
2013	*	*	*	*	*	*	13.4	26.3	60.3
4 2014	*	*	*	*	*	*	11.9	24.3	63.8
2013	*	*	*	*	*	*	10.2	22.1	67.7
5 2014	*	*	*	*	*	*	11.4	25.0	63.6
2013	*	*	*	*	*	*	12.6	26.5	60.9
6 2014	*	*	*	*	*	*	13.3	23.5	63.2
2013	*	*	*	*	*	*	10.3	25.9	63.8
7 2014	*	*	*	*	*	*	12.2	21.0	66.9
2013	*	*	*	*	*	*	7.9	24.8	67.3
8 2014	*	*	*	*	*	*	12.6	24.6	62.8
2013	*	*	*	*	*	*	11.2	25.5	63.3
10 2014	*	*	*	*	*	*	18.8	26.6	54.5
2013	*	*	*	*	*	*	20.9	22.8	56.3
3 2014	*	*	*	*	*	*	12.5	35.9	51.6
2013	*	*	*	*	*	*	19.2	36.8	44.1
4 2014	*	*	*	*	*	*	14.7	33.9	51.4
2013	*	*	*	*	*	*	15.5	36.8	47.7
5 2014	*	*	*	*	*	*	18.9	40.3	40.8
2013	*	*	*	*	*	*	19.7	40.9	39.4
6 2014	*	*	*	*	*	*	16.0	37.0	47.0
2013	*	*	*	*	*	*	17.2	36.1	46.7
7 2014	*	*	*	*	*	*	13.3	31.9	54.9
2013	*	*	*	*	*	*	14.3	33.9	51.8
8 2014	*	*	*	*	*	*	17.8	35.7	46.5
2013	*	*	*	*	*	*	15.5	36.4	48.1
10 2014	*	*	*	*	*	*	22.2	34.3	43.5
2013	*	*	*	*	*	*	23.8	31.0	45.2
5 2014	*	*	*	*	*	*	19.6	42.5	37.9
2013	*	*	*	*	*	*	22.7	44.2	33.1
8 2014	*	*	*	*	*	*	19.8	41.0	39.2
2013	*	*	*	*	*	*	22.3	40.4	37.3
10 2014	*	*	*	*	*	*	28.7	37.3	34.0
2013	*	*	*	*	*	*	33.3	34.3	32.4

†College and Career Preparation (CCP) – 2012

‡Data from 2013

“na” indicates too few students for School Progress rules or Subject was field tested. “*” indicates no students or fewer than 10 students in category. • E: English; • A: Algebra/Data Analysis; • B: Biology

School Progress

	Percent Proficient		Participation Rate		Graduation
	Reading	Math	Reading	Math	
All Students	Not Met	na	Met	Met	--
American Indian or Alaska Native	*	*	*	*	--
Asian	na	na	na	na	--
Black or African American	Met	na	Met	Met	--
Hispanic/Latino of any race	Not Met	na	na	na	--
Native Hawaiian or Other Pacific Islander	*	*	*	*	--
White	Met	na	na	na	--
Two or more races	Not Met	na	na	na	--
Free/Reduced Meals	Not Met	na	Met	Met	--
Special Education	Met	na	na	na	--
Limited English Proficient	na	na	na	na	--

Attendance Rate %

	School		County		State	
	2014	2013	2014	2013	2014	2013
Elementary	≥ 95.0	94.5	≥ 95.0	94.5	95.7	95.5
Middle	*	*	94.2	93.8	95.4	95.1
High	*	*	92.9	91.6	92.7	92.5
Teacher Qualifications						
% of certificates:						
Standard Professional	63.6	50.0	41.5	40.3	27.2	28.4
Advanced Professional	27.3	36.4	49.1	50.9	65.5	65.1
Resident Teacher	0.0	0.0	0.0	0.0	0.7	0.8
Conditional Teacher	0.0	0.0	0.6	0.0	1.0	0.9
% of classes NOT taught by highly qualified teachers:						
All Quartiles	0.0	0.0	5.0	2.3	7.6	6.2
Elementary Low Poverty	*	*	*	*	3.0	2.4
Elementary High Poverty	*	*	0.0	0.0	11.4	6.6
Secondary Low Poverty	*	*	*	*	6.0	5.6
Secondary High Poverty	*	*	9.5	4.6	15.7	14.0
Cohort Graduation Rate						
Class of 2013 (4-Year Rate)	*		77.00		84.97	
Class of 2013 (5-Year Rate)	*		78.40		87.48	

2014 School Progress Index

Your school is in Strand 4 based on your 2013 SPI of 0.9170. 2014 Strands were not assigned due to the PARCC field test.

MSA Proficiency Levels

Basic %	Proficient %	Advanced %
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Alt-MSA Proficiency Levels

Approximately 99% of Maryland students take MSA, 1% take Alt-MSA. The Basic Level is below the goal set for all students.

Approximately 1% of Maryland students take Alt-MSA. The Basic Level is below the goal set for all students.

Reading

Mathematics

Science

GRADE	SCHOOL%			COUNTY %			STATE %		
3 2014	21.7	50.0	28.3	26.9	65.4	7.7	22.8	62.3	14.8
2013	23.3	68.3	8.3	20.5	69.7	9.8	17.4	60.5	22.1
4 2014	28.3	58.5	13.2	14.5	66.8	18.7	13.7	55.5	30.8
2013	18.6	69.5	11.9	12.4	68.1	19.5	11.8	58.4	29.8
5 2014	6.1	57.1	36.7	8.7	48.1	43.3	11.0	34.5	54.4
2013	16.7	54.2	29.2	11.3	43.8	44.8	11.6	31.8	56.6
6 2014	*	*	*	22.1	49.2	28.7	16.8	39.5	43.7
2013	*	*	*	15.5	47.9	36.6	15.9	40.6	43.5
7 2014	*	*	*	27.1	38.6	34.3	21.2	35.9	42.8
2013	*	*	*	18.5	41.3	40.2	15.0	36.9	48.1
8 2014	*	*	*	26.9	46.6	26.4	23.1	36.6	40.3
2013	*	*	*	24.2	46.5	29.3	19.0	34.9	46.1
*E 2014	*	*	*	22.0	61.8	16.2	17.4	54.1	28.6
2013	*	*	*	25.4	60.5	14.1	17.0	55.3	27.8
3 2014	33.3	26.7	40.0	31.2	58.0	10.8	25.8	54.8	19.4
2013	≥5.0	66.7	30.0	12.7	61.6	25.7	17.8	53.3	28.9
4 2014	26.5	67.6	5.9	20.2	67.9	11.9	19.4	48.4	32.2
2013	11.7	56.7	31.7	5.7	49.5	44.8	11.2	42.1	46.7
5 2014	12.2	71.4	16.3	22.1	69.2	8.7	27.2	52.9	19.9
2013	27.1	56.3	16.7	15.8	67.5	16.7	19.1	55.5	25.3
6 2014	*	*	*	44.9	51.5	≥5.0	32.2	46.4	21.4
2013	*	*	*	11.7	57.3	31.0	22.9	48.0	29.1
7 2014	*	*	*	45.3	50.0	≥5.0	36.9	43.5	19.6
2013	*	*	*	15.3	67.2	17.5	27.4	49.3	23.3
8 2014	*	*	*	53.1	39.2	7.7	41.3	32.8	25.9
2013	*	*	*	36.0	41.1	22.8	33.0	36.4	30.6
*A 2014	*	*	*	22.3	64.0	13.7	15.8	54.4	29.8
2013	*	*	*	22.2	59.7	18.2	15.8	53.4	30.8
5 2014	20.4	73.5	6.1	26.1	67.1	6.8	35.8	54.9	9.3
2013	25.0	66.7	8.3	27.6	65.0	7.4	33.0	56.4	10.6
8 2014	*	*	*	26.8	70.6	≥5.0	30.6	62.8	6.6
2013	*	*	*	30.8	66.7	≥5.0	28.6	64.6	6.7
*B 2014	*	*	*	20.5	71.3	8.2	15.4	61.7	22.9
2013	*	*	*	21.3	67.4	11.2	17.4	60.7	21.9

GRADE	SCHOOL%			COUNTY %			STATE %		
3 2014	*	*	*	*	*	*	10.3	26.5	63.2
2013	*	*	*	*	*	*	13.4	26.3	60.3
4 2014	*	*	*	*	*	*	11.9	24.3	63.8
2013	*	*	*	*	*	*	10.2	22.1	67.7
5 2014	*	*	*	*	*	*	11.4	25.0	63.6
2013	*	*	*	*	*	*	12.6	26.5	60.9
6 2014	*	*	*	*	*	*	13.3	23.5	63.2
2013	*	*	*	*	*	*	10.3	25.9	63.8
7 2014	*	*	*	*	*	*	12.2	21.0	66.9
2013	*	*	*	*	*	*	7.9	24.8	67.3
8 2014	*	*	*	*	*	*	12.6	24.6	62.8
2013	*	*	*	*	*	*	11.2	25.5	63.3
10 2014	*	*	*	*	*	*	18.8	26.6	54.5
2013	*	*	*	*	*	*	20.9	22.8	56.3
3 2014	*	*	*	*	*	*	12.5	35.9	51.6
2013	*	*	*	*	*	*	19.2	36.8	44.1
4 2014	*	*	*	*	*	*	14.7	33.9	51.4
2013	*	*	*	*	*	*	15.5	36.8	47.7
5 2014	*	*	*	*	*	*	18.9	40.3	40.8
2013	*	*	*	*	*	*	19.7	40.9	39.4
6 2014	*	*	*	*	*	*	16.0	37.0	47.0
2013	*	*	*	*	*	*	17.2	36.1	46.7
7 2014	*	*	*	*	*	*	13.3	31.9	54.9
2013	*	*	*	*	*	*	14.3	33.9	51.8
8 2014	*	*	*	*	*	*	17.8	35.7	46.5
2013	*	*	*	*	*	*	15.5	36.4	48.1
10 2014	*	*	*	*	*	*	22.2	34.3	43.5
2013	*	*	*	*	*	*	23.8	31.0	45.2
5 2014	*	*	*	*	*	*	19.6	42.5	37.9
2013	*	*	*	*	*	*	22.7	44.2	33.1
8 2014	*	*	*	*	*	*	19.8	41.0	39.2
2013	*	*	*	*	*	*	22.3	40.4	37.3
10 2014	*	*	*	*	*	*	28.7	37.3	34.0
2013	*	*	*	*	*	*	33.3	34.3	32.4

†College and Career Preparation (CCP) – 2012

‡Data from 2013

“na” indicates too few students for School Progress rules or Subject was field tested. “*” indicates no students or fewer than 10 students in category. • E: English; • A: Algebra/Data Analysis; • B: Biology

School Progress

	Percent Proficient		Participation Rate		Graduation
	Reading	Math	Reading	Math	
All Students	Not Met	na	Met	Met	--
American Indian or Alaska Native	*	*	*	*	--
Asian	na	na	na	na	--
Black or African American	Not Met	na	Met	Met	--
Hispanic/Latino of any race	Met	na	na	na	--
Native Hawaiian or Other Pacific Islander	*	*	*	*	--
White	Not Met	na	Met	Met	--
Two or more races	Not Met	na	na	na	--
Free/Reduced Meals	Not Met	na	Met	Met	--
Special Education	Not Met	na	Met	Met	--
Limited English Proficient	Met	na	na	na	--

Attendance Rate %

	School 2014	School 2013	County 2014	County 2013	State 2014	State 2013
Elementary	*	*	≥ 95.0	94.5	95.7	95.5
Middle	94.5	93.9	94.2	93.8	95.4	95.1
High	*	*	92.9	91.6	92.7	92.5

Teacher Qualifications

% of certificates:

Standard Professional	35.7	37.9	41.5	40.3	27.2	28.4
Advanced Professional	50.0	58.6	49.1	50.9	65.5	65.1
Resident Teacher	0.0	0.0	0.0	0.0	0.7	0.8
Conditional Teacher	0.0	0.0	0.6	0.0	1.0	0.9

% of classes NOT taught by highly qualified teachers:

All Quartiles	3.4	0.0	5.0	2.3	7.6	6.2
Elementary Low Poverty	*	*	*	*	3.0	2.4
Elementary High Poverty	*	*	0.0	0.0	11.4	6.6
Secondary Low Poverty	*	*	*	*	6.0	5.6
Secondary High Poverty	*	*	9.5	4.6	15.7	14.0

Cohort Graduation Rate

Class of 2013 (4-Year Rate)		*		77.00		84.97
Class of 2013 (5-Year Rate)	*		78.40		87.48	

2014 School Progress Index

Your school is in Strand 4 based on your 2013 SPI of 0.9371. 2014 Strands were not assigned due to the PARCC field test.

MSA Proficiency Levels

Basic %

Proficient %

Advanced %

Alt-MSA Proficiency Levels

Approximately 99% of Maryland students take MSA, 1% take Alt-MSA. The Basic Level is below the goal set for all students.

Approximately 1% of Maryland students take Alt-MSA. The Basic Level is below the goal set for all students.

Reading

Mathematics

Science

GRADE	SCHOOL%			COUNTY %			STATE %		
3 2014	*	*	*	26.9	65.4	7.7	22.8	62.3	14.8
2013	*	*	*	20.5	69.7	9.8	17.4	60.5	22.1
4 2014	*	*	*	14.5	66.8	18.7	13.7	55.5	30.8
2013	*	*	*	12.4	68.1	19.5	11.8	58.4	29.8
5 2014	*	*	*	8.7	48.1	43.3	11.0	34.5	54.4
2013	*	*	*	11.3	43.8	44.8	11.6	31.8	56.6
6 2014	22.1	49.2	28.7	22.1	49.2	28.7	16.8	39.5	43.7
2013	15.6	47.6	36.8	15.5	47.9	36.6	15.9	40.6	43.5
7 2014	27.3	38.0	34.6	27.1	38.6	34.3	21.2	35.9	42.8
2013	18.7	41.7	39.6	18.5	41.3	40.2	15.0	36.9	48.1
8 2014	*	*	*	26.9	46.6	26.4	23.1	36.6	40.3
2013	*	*	*	24.2	46.5	29.3	19.0	34.9	46.1
*E 2014	*	*	*	22.0	61.8	16.2	17.4	54.1	28.6
2013	*	*	*	25.4	60.5	14.1	17.0	55.3	27.8
3 2014	*	*	*	31.2	58.0	10.8	25.8	54.8	19.4
2013	*	*	*	12.7	61.6	25.7	17.8	53.3	28.9
4 2014	*	*	*	20.2	67.9	11.9	19.4	48.4	32.2
2013	*	*	*	5.7	49.5	44.8	11.2	42.1	46.7
5 2014	*	*	*	22.1	69.2	8.7	27.2	52.9	19.9
2013	*	*	*	15.8	67.5	16.7	19.1	55.5	25.3
6 2014	44.9	51.5	≥5.0	44.9	51.5	≥5.0	32.2	46.4	21.4
2013	11.8	57.1	31.1	11.7	57.3	31.0	22.9	48.0	29.1
7 2014	44.7	50.6	≥5.0	45.3	50.0	≥5.0	36.9	43.5	19.6
2013	15.5	66.8	17.6	15.3	67.2	17.5	27.4	49.3	23.3
8 2014	*	*	*	53.1	39.2	7.7	41.3	32.8	25.9
2013	*	*	*	36.0	41.1	22.8	33.0	36.4	30.6
*A 2014	*	*	*	22.3	64.0	13.7	15.8	54.4	29.8
2013	*	*	*	22.2	59.7	18.2	15.8	53.4	30.8
5 2014	*	*	*	26.1	67.1	6.8	35.8	54.9	9.3
2013	*	*	*	27.6	65.0	7.4	33.0	56.4	10.6
8 2014	*	*	*	26.8	70.6	≥5.0	30.6	62.8	6.6
2013	*	*	*	30.8	66.7	≥5.0	28.6	64.6	6.7
*B 2014	*	*	*	20.5	71.3	8.2	15.4	61.7	22.9
2013	*	*	*	21.3	67.4	11.2	17.4	60.7	21.9

GRADE	SCHOOL%			COUNTY %			STATE %		
3 2014	*	*	*	*	*	*	10.3	26.5	63.2
2013	*	*	*	*	*	*	13.4	26.3	60.3
4 2014	*	*	*	*	*	*	11.9	24.3	63.8
2013	*	*	*	*	*	*	10.2	22.1	67.7
5 2014	*	*	*	*	*	*	11.4	25.0	63.6
2013	*	*	*	*	*	*	12.6	26.5	60.9
6 2014	*	*	*	*	*	*	13.3	23.5	63.2
2013	*	*	*	*	*	*	10.3	25.9	63.8
7 2014	*	*	*	*	*	*	12.2	21.0	66.9
2013	*	*	*	*	*	*	7.9	24.8	67.3
8 2014	*	*	*	*	*	*	12.6	24.6	62.8
2013	*	*	*	*	*	*	11.2	25.5	63.3
10 2014	*	*	*	*	*	*	18.8	26.6	54.5
2013	*	*	*	*	*	*	20.9	22.8	56.3
3 2014	*	*	*	*	*	*	12.5	35.9	51.6
2013	*	*	*	*	*	*	19.2	36.8	44.1
4 2014	*	*	*	*	*	*	14.7	33.9	51.4
2013	*	*	*	*	*	*	15.5	36.8	47.7
5 2014	*	*	*	*	*	*	18.9	40.3	40.8
2013	*	*	*	*	*	*	19.7	40.9	39.4
6 2014	*	*	*	*	*	*	16.0	37.0	47.0
2013	*	*	*	*	*	*	17.2	36.1	46.7
7 2014	*	*	*	*	*	*	13.3	31.9	54.9
2013	*	*	*	*	*	*	14.3	33.9	51.8
8 2014	*	*	*	*	*	*	17.8	35.7	46.5
2013	*	*	*	*	*	*	15.5	36.4	48.1
10 2014	*	*	*	*	*	*	22.2	34.3	43.5
2013	*	*	*	*	*	*	23.8	31.0	45.2
5 2014	*	*	*	*	*	*	19.6	42.5	37.9
2013	*	*	*	*	*	*	22.7	44.2	33.1
8 2014	*	*	*	*	*	*	19.8	41.0	39.2
2013	*	*	*	*	*	*	22.3	40.4	37.3
10 2014	*	*	*	*	*	*	28.7	37.3	34.0
2013	*	*	*	*	*	*	33.3	34.3	32.4

†College and Career Preparation (CCP) – 2012

‡Data from 2013

“na” indicates too few students for School Progress rules or Subject was field tested. “*” indicates no students or fewer than 10 students in category. • E: English; • A: Algebra/Data Analysis; • B: Biology

School Progress						Attendance Rate %		School		County		State		2014 School Progress Index (SPI)			
	Percent Proficient		Participation Rate		Graduation	Elementary		2014	2013	2014	2013	2014	2013	SPI: 0.7943		Strand: 5	
	Reading	Math	Reading	Math				Values 1.0000 and above met the target.									
All Students	Not Met	Not Met	Met	Met	Not Met	Middle		94.2	93.5	94.2	93.8	95.4	95.1				
American Indian or Alaska Native	*	*	*	*	--	High		92.5	91.5	92.9	91.6	92.7	92.5	Middle			
Asian	na	na	na	na	na	Teacher Qualifications								Mathematic	0.5120	0.5914	0.4029
Black or African American	Met	Not Met	Met	Met	Met	% of certificates:								Reading	0.8587	0.8112	0.7610
Hispanic/Latino of any race	Met	Met	na	na	na	Standard Professional		30.3	40.0	41.5	40.3	27.2	28.4	Science	0.8444	0.8442	CCR
Native Hawaiian or Other Pacific Islander	*	*	*	*	na	Advanced Professional		60.6	57.1	49.1	50.9	65.5	65.1	Algebra	0.9000	0.3313	
White	Not Met	Not Met	Met	Met	Not Met	Resident Teacher		0.0	0.0	0.0	0.0	0.7	0.8	English	0.9510	0.4447	
Two or more races	Met	Not Met	na	na	na	Conditional Teacher		0.0	0.0	0.6	0.0	1.0	0.9	Biology	1.0031	0.6411	
Free/Reduced Meals	Met	Not Met	Met	Met	Not Met	% of classes NOT taught by highly qualified teachers:								†Dropout		0.8949	0.9305
Special Education	Met	Not Met	na	na	na	All Quarters		13.0	6.1	5.0	2.3	7.6	6.2	‡Graduation		0.8732	
Limited English Proficient	na	na	na	na	na	Elementary Low Poverty		*	*	*	*	3.0	2.4	†CCP		0.9628	
						Elementary High Poverty		*	*	0.0	0.0	11.4	6.6				
						Secondary Low Poverty		*	*	*	*	6.0	5.6				
						Secondary High Poverty		*	*	9.5	4.6	15.7	14.0				
						Cohort Graduation Rate											
						Class of 2013 (4-Year Rate)		78.63		77.00		84.97					
						Class of 2013 (5-Year Rate)		80.00		78.40		87.48					

MSA Proficiency Levels										Basic %		Proficient %		Advanced %		Alt-MSA Proficiency Levels									
Approximately 99% of Maryland students take MSA, 1% take Alt-MSA. The Basic Level is below the goal set for all students.										Approximately 1% of Maryland students take Alt-MSA. The Basic Level is below the goal set for all students.															
Reading	GRADE	SCHOOL%			COUNTY %			STATE %			GRADE	SCHOOL%			COUNTY %			STATE %							
	3 2014	*	*	*	26.9	65.4	7.7	22.8	62.3	14.8	3 2014	*	*	*	*	*	*	10.3	26.5	63.2					
	2013	*	*	*	20.5	69.7	9.8	17.4	60.5	22.1	2013	*	*	*	*	*	*	13.4	26.3	60.3					
	4 2014	*	*	*	14.5	66.8	18.7	13.7	55.5	30.8	4 2014	*	*	*	*	*	*	11.9	24.3	63.8					
	2013	*	*	*	12.4	68.1	19.5	11.8	58.4	29.8	2013	*	*	*	*	*	*	10.2	22.1	67.7					
	5 2014	*	*	*	8.7	48.1	43.3	11.0	34.5	54.4	5 2014	*	*	*	*	*	*	11.4	25.0	63.6					
	2013	*	*	*	11.3	43.8	44.8	11.6	31.8	56.6	2013	*	*	*	*	*	*	12.6	26.5	60.9					
	6 2014	*	*	*	22.1	49.2	28.7	16.8	39.5	43.7	6 2014	*	*	*	*	*	*	13.3	23.5	63.2					
	2013	*	*	*	15.5	47.9	36.6	15.9	40.6	43.5	2013	*	*	*	*	*	*	10.3	25.9	63.8					
	7 2014	*	*	*	27.1	38.6	34.3	21.2	35.9	42.8	7 2014	*	*	*	*	*	*	12.2	21.0	66.9					
2013	*	*	*	18.5	41.3	40.2	15.0	36.9	48.1	2013	*	*	*	*	*	*	7.9	24.8	67.3						
8 2014	26.2	52.3	21.5	26.9	46.6	26.4	23.1	36.6	40.3	8 2014	*	*	*	*	*	*	12.6	24.6	62.8						
2013	26.6	46.0	27.4	24.2	46.5	29.3	19.0	34.9	46.1	2013	*	*	*	*	*	*	11.2	25.5	63.3						
*E 2014	21.4	64.1	14.6	22.0	61.8	16.2	17.4	54.1	28.6	10 2014	*	*	*	*	*	*	18.8	26.6	54.5						
2013	23.9	64.2	11.9	25.4	60.5	14.1	17.0	55.3	27.8	2013	*	*	*	*	*	*	20.9	22.8	56.3						
Mathematics	3 2014	*	*	*	31.2	58.0	10.8	25.8	54.8	19.4	3 2014	*	*	*	*	*	*	12.5	35.9	51.6					
	2013	*	*	*	12.7	61.6	25.7	17.8	53.3	28.9	2013	*	*	*	*	*	*	19.2	36.8	44.1					
	4 2014	*	*	*	20.2	67.9	11.9	19.4	48.4	32.2	4 2014	*	*	*	*	*	*	14.7	33.9	51.4					
	2013	*	*	*	5.7	49.5	44.8	11.2	42.1	46.7	2013	*	*	*	*	*	*	15.5	36.8	47.7					
	5 2014	*	*	*	22.1	69.2	8.7	27.2	52.9	19.9	5 2014	*	*	*	*	*	*	18.9	40.3	40.8					
	2013	*	*	*	15.8	67.5	16.7	19.1	55.5	25.3	2013	*	*	*	*	*	*	19.7	40.9	39.4					
	6 2014	*	*	*	44.9	51.5	≥5.0	32.2	46.4	21.4	6 2014	*	*	*	*	*	*	16.0	37.0	47.0					
	2013	*	*	*	11.7	57.3	31.0	22.9	48.0	29.1	2013	*	*	*	*	*	*	17.2	36.1	46.7					
	7 2014	*	*	*	45.3	50.0	≥5.0	36.9	43.5	19.6	7 2014	*	*	*	*	*	*	13.3	31.9	54.9					
	2013	*	*	*	15.3	67.2	17.5	27.4	49.3	23.3	2013	*	*	*	*	*	*	14.3	33.9	51.8					
8 2014	61.1	32.1	6.9	53.1	39.2	7.7	41.3	32.8	25.9	8 2014	*	*	*	*	*	*	17.8	35.7	46.5						
2013	42.3	38.2	19.5	36.0	41.1	22.8	33.0	36.4	30.6	2013	*	*	*	*	*	*	15.5	36.4	48.1						
*A 2014	23.3	63.1	13.6	22.3	64.0	13.7	15.8	54.4	29.8	10 2014	*	*	*	*	*	*	22.2	34.3	43.5						
2013	19.1	63.6	17.3	22.2	59.7	18.2	15.8	53.4	30.8	2013	*	*	*	*	*	*	23.8	31.0	45.2						
Science	5 2014	*	*	*	26.1	67.1	6.8	35.8	54.9	9.3	5 2014	*	*	*	*	*	*	19.6	42.5	37.9					
	2013	*	*	*	27.6	65.0	7.4	33.0	56.4	10.6	2013	*	*	*	*	*	*	22.7	44.2	33.1					
	8 2014	27.9	69.8	≥5.0	26.8	70.6	≥5.0	30.6	62.8	6.6	8 2014	*	*	*	*	*	*	19.8	41.0	39.2					
	2013	31.5	65.3	≥5.0	30.8	66.7	≥5.0	28.6	64.6	6.7	2013	*	*	*	*	*	*	22.3	40.4	37.3					
	*B 2014	21.6	71.6	6.9	20.5	71.3	8.2	15.4	61.7	22.9	10 2014	*	*	*	*	*	*	28.7	37.3	34.0					
	2013	14.5	70.9	14.5	21.3	67.4	11.2	17.4	60.7	21.9	2013	*	*	*	*	*	*	33.3	34.3	32.4					